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ABSTRACT

This textbook for teachers of noncitizens preparing for naturalization, a non-sequential manual since problems and purposes of each class of candidates for citizenship are uniquely individual, is a resource compilation of guides, effective teaching techniques, various suggested teaching activities, and supplementary materials including audio-visual media and a selection of student and teacher evaluation. The teacher first analyzes the problems of the particular class and then creatively selects materials for achieving the following behavioral objectives: 1) helping students understand that citizenship involves obeying laws and learning certain facts and skills before they become citizens; 2) instilling in students the meaning and ideas of democracy, helping them to learn "techniques and skills" of citizenship and to become good citizens; and 3) helping the student become increasingly aware of local, state and national affairs. Related documents are: SO 001 989 and SO 001 991. (SJM)

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FEDERAL TEXTBOOK ON CITIZENSHIP

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Aids For Citizenship Teachers

A Resource Unit

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Federal Textbook on Citizenship

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Aids For Citizenship Teachers

FOR USE IN THE PUBLIC SCHOOLS BY TEACHERS OF CANDIDATES FOR NATURALIZATION

M–35

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UNITED STATES DEPARTMENT OF JUSTICE

IMMIGRATION AND NATURALIZATION SERVICE

Foreword

This book is the result of the combined efforts of educational leaders and experts in the field of immigration and naturalization.

The material was compiled with the teacher of candidates for citizenship specifically in mind.

No teacher will make use of every aid suggested. All teachers should find many pertinent suggestions that will contribute to the development of good citizenship qualities.

Commissioner of Immigration
and Naturalization.

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The Importance of Your Task

Your opportunities for service as a teacher of citizenship are threefold.

First, you must help your students to understand what citizenship of the United States involves. They must comply with certain laws and regulations, acquire certain facts, and develop certain skills before they can become citizens. Helping your students to meet the legal requirements for citizenship is an important part of your work, but it is not your major task; knowledge which touches the mind but not the heart serves no great purpose.

The second and most vital part of your task is to instill in your students a compelling belief in the ideals of freedom and justice on which our Government was founded. Real citizenship is not attained by merely meeting legal requirements.

Your third responsibility is to help your students to become increasingly aware of community, State, and national affairs, and to see that they have many opportunities for service in civic matters.

There is no more challenging work than yours. If you do it well, you will be helping to supply the country with its most potent weapons of defense—loyal, enlightened, and capable citizens.

How To Use This Resource Unit

This resource unit deals with preparation for citizenship. It is organized around the problems and purposes of students who want to become citizens. Learning is truly effective when the learner has an object in view, and when the subject matter, the principles, the skills employed, and the activities engaged in are used to accomplish that end.

You have a task, the difficulties and complexities of which cannot be overestimated. You not only face the problem of adapting your instruction to meet the widely varying needs and abilities of your students, but also you must see that students have the satisfaction of feeling that they are making constant progress toward their goal. At the same time it must be kept in mind that your most important role is to help your students to become good citizens, contributing to the general welfare of their new country. Important at all times, the work of the teacher of citizenship was never more vital than in these days of stress.

The process of naturalization involves a great number of related problems, frequently differing for each individual in the class. The foreign-born person learns about us and we learn about him largely from the community in which he lives. His preparation for citizenship—including his attendance at the citizenship class—takes place there. Hence the citizenship program must link itself closely with the home life of noncitizen. Most of the students in citizenship classes are adults. Dealing with mature minds is at once a vital and a difficult problem.

In a naturalization class your purposes and those of your students may differ widely. A student may have a very idealistic reason for wanting to become a citizen. In that case his purposes and yours are likely to run parallel. Here your work will be to help the student to equip himself with the knowledge and skills necessary to qualify for citizenship, to correct misconceptions the student may have about this country, and to prepare the student for the duties as well as the privileges of citizenship. On the other hand, the student may desire citizenship for purely practical and materialistic reasons. In that case the teacher's problem is not only to help the student to accomplish his practical purposes, but also, in the process, to animate him with some feeling of patriotism.

Keep in mind that a resource unit is in no sense a teaching unit, or a manual for you to follow step by step in instructing your students. To attempt to plan such a teaching unit to serve the needs of all types of students from all kinds of localities would obviously be an impossible task. This unit attempts to bring you a workable compilation of guides, effective techniques, activities, and supplementary materials dealing with the problems of noncitizens who want to become naturalized. From this compilation, select those that you feel are best suited to the needs of your particular class.

Meeting Students Needs in a Citizenship Class

Analyzing Student Problems

"Where and how can I find out the things I need to know in order to become naturalized?"

This is the problem that brings most noncitizens to the citizenship class. Consequently, it is the psychological key that you should use in helping your students to recognize the identity and significance of various subproblems that are involved in it.

Answering Student Questions

The student should know the steps he has to take before he can become naturalized. However, *it cannot be emphasized too strongly that the teacher is not expected to answer all the noncitizen's questions in regard to the legal and technical aspects of immigration and naturalization, and that, in fact, the teacher is not qualified to do so.*

Immigration and naturalization laws are subject to change and reinterpretation, and books on the subject rapidly become outdated. A surprising number of books written to supply this information are inaccurate.

Misinformation given by well-meaning persons may cause serious difficulty for the noncitizen to whom it is given. In many cases it may delay or even endanger his opportunity to become a citizen. For these reasons no attempt is being made here to supply any answers to questions.

Information that can safely be given to noncitizens will be found in the booklet listed below, which is distributed without charge to citizenship applicants at any office of the Immigration and Naturalization Service:

Form N–17, *Naturalization Requirements and General Information.* U.S. Department of Justice—Immigation and Naturalization Service.

If the student's questions are not answered in this booklet, he should be advised to talk with an officer of the Service.

Under the law the student will have to pass an examination before he can be recommended for citizenship by the naturalization examiner. The applicant will be examined to determined if he can speak, read, and write English and if he understands the Constitution and government and history of the United States.

The teacher should, if possible, attend sessions of the naturalization court in the district in which he lives to become acquainted with the final process of naturalization. Wherever possible, the naturalization examiner will cooperate with the teacher by explaining the naturalization procedure, and visiting the class.

Illiterates and the Tool Subjects

Unless the students develop certain skills they will not be able to satisfy the naturalization requirements. Some of the students will be unable to speak English or to write either in their own language or in English. Their problem is acute and complex.

Illiterate adult students are likely to feel self-conscious and apprehensive about coming to school. They are likely to feel ashamed of their inability to read and write. Often adults who have never been to school or who have been out of school for some years find learning a very slow and difficult process.

Teachers must always remember that adults attend classes because they want to, and not because they are required to do so. Even so, their attendance may be irregular because personal interests and family duties interfere. This makes it necessary for the teacher to provide continuing interest in classroom work. These noncitizens often possess practical knowledge that counterbalances their ignorance of "school" subjects, and they are usually proud of this fact—in many cases justly so. Keeping this in mind, the teacher can utilize these skills in class activities both in and outside the classroom.

It was thought in the past that constant drill was the best way to teach such tool subjects as reading and writing. However, it is now known that drill is ineffectual unless it is closely related to student purposes.

For example, if a woman practices her signature because she is anxious to be able to sign her name to her child's report card, she will probably learn much more rapidly than if she is given routine daily drill in writing the individual letters. It has been demonstrated with students that the more immediate and compelling the motive for mastering a skill, the less drill students will need in acquiring it.

The teacher's work, then becomes largely a matter of using students' aims and interests to provide the motive for drill in those skills they want to master. There will always be need for drill, but drill with a definite purpose seldom has to be long or arduous.

Educational Skills the Literate Noncitizens Will Need

The difficulties of helping illiterate noncitizens are so great that too often the literate and the more highly cultured aliens may not be given the aid they need. Yet educated noncitizens, too, have problems that they should be helped to solve. This literate group of aliens is important. A large percentage of its members have real contributions to make to the arts, the sciences, and general culture of our country.

Some of these people will have to learn to read and write English. Because they are literate in their own language, the whole approach to teaching them English will be quite different from that used for illiterates, and they will be able to progress much more rapidly. Many of them will have learned to read and write English in the schools of their own country, but will have difficulty in speaking it. These persons will need help to correct their accent—through drill in pronunciation, enunciation, and speech rhythm. They need, above all, many opportunities to converse in English about things that are of real concern to them. Noncitizens feel awkward and uncomfortable as long as their speech marks them as being "different."

They will also have to become oriented to many customs of everyday life in this country which the native-born take for granted, but which are strange and sometimes perplexing to the newcomer.

The teacher's problem here is to discover the individual needs of his students and then to help them meet these needs.

Developing Citizenship Skills

Remember, day-by-day living and adjusting to environment is just as much a skill as is reading and writing. Its mastery is important. It is a difficult skill. Many of these noncitizens have had no previous experience with living under a democratic form of government.

How to be a good citizen in a democracy is best learned by participating in activities in which good citizens take part. The real value of a citizenship class will depend upon how well the student learns the "techniques and skills" of good citizenship. *Only when students leave your class after their term of instruction is over with a clearer idea of what citizenship involves and with a greater desire to become good citizens, can you conclude that you have done your work well.*

Information Every Student Should Have

A thorough understanding of the history and the Government of the United States should be acquired. If the student merely memorizes a body of information, he may be able to pass his examination, but he will have gained little that will be of value in making him a truly effective citizen. Which of these two ends is achieved is largely

a matter of how the classwork is presented. For this reason the teacher should exercise great caution in the use of question-and-answer books and workbooks. If they are used to supplement activities in which the class participates, and in which real learning takes place, well and good. Such books may prove a source of satisfaction to students able to use them intelligently, in that these books will give them something that they can work at individually while the teacher is busy with other members of the class. If the completion of a workbook or the memorization of the answers in a question-and-answer book becomes an end in itself, these devices are practically worthless and should not be used.

If the teacher has access to a duplicating machine, supplementary work sheets can be made which apply directly to the lessons taught and to the class activities. Such work sheets are very effective if they are carefully planned and prepared.

No real teacher is going to be content to give his students only the "bare bones" of a subject. Draw upon all the resources at command to enrich the students' concept of our history and our Government. Not only must the students be made aware of the duties and responsibilities that will be theirs when they become citizens, but they should be eager to accept those duties and responsibilities and capable of discharging them well.

Activities That Will Make the Teaching of Citizenship More Effective

Suggested Activities for Getting a Class Started

1. Before the first class session:

The first thing that must be done is, obviously, *to get students into the class.*

To aid the public schools, the Immigration and Naturalization Service furnishes pertinent information about naturalization candidates entering localities where proper public school citizenship education facilities are organized. Public school officials interested in learning more about this program should contact the nearest Immigration and Naturalization Service office.

Personal visits to the homes of these aliens for the purpose of extending invitations to join the classes are effective, as are letters of invitation and announcements of class openings sent by mail.

Appropriate news stories and radio and television spot announcements have served to point up the Americanization program in many communities at no great cost.

Once the alien candidates for naturization have enrolled in the course, it is the responsibility of the teacher to provide interesting lesson periods. The enthusiasm with which the students enter the class will have a great effect upon its final success.

2. The first meeting of the class:

a. See that the room is comfortable. It should be clean, well-lighted, and well-ventilated. There should be comfortable seats for the students.

b. See that the room is attractive. There should be a bulletin board with well-arranged and attractive and pertinent pictures. One or two travel posters showing interesting places in the United States would add color to the room. A vase or two of flowers or a few potted plants would make the room more cheerful. The American flag should always be present and appropriately displayed while class is in session. Cluttering the room with too many pictures and objects of interest should be avoided.

c. Keep the atmosphere businesslike. See that there are books, paper, and pencils at hand for the students to use. You can

predict the type of work that previously registered students will need to begin. See that their work is planned so that they have something definite to begin working on *right away*. Have a volunteer helper who will register late-comers so that the teacher can be free to concentrate on the class. If the students leave the class the first day feeling that they have already made a start toward their goal, they will leave with a feeling of satisfaction and of anticipation toward future lessons.

d. Conduct the class in a businesslike way but without undue formality. It is important to have a social atmosphere in the classroom. Informal social periods before and after class, during which there is community singing, informal playlets, or programs presented by class members, have been used with success. Be sure to suit these informal periods to the tastes and interests of students. *Do not spend too much time with any one student or group of students.* Be friendly and sympathetic and never have a patronizing attitude.

e. At the first meeting discuss the chief reason for the pride each student has in his native country, and the contributions various nationalities can make to life in the United States. For example, a Greek might be led to tell of the heritage of democracy and courage he, as a Greek, brings from his old country to his new one.

f. Provide only a few books and materials at the first session, but be sure that those you do provide are stimulating and that they have a real bearing on the question uppermost in the students' minds: "How can I become a citizen?"

g. Learn to pronounce correctly the names of the various foreign students and make your name perfectly clear and pronounceable to them. One way to learn the students' names is to have each member of the class rise and give his name and that of the country from which he comes. Write these on the board for him. Any difficulty you may have in spelling foreign names will bring you nearer the students' level and so establish a more sympathetic relationship between you and your class.

h. Show slides or motion pictures of Government buildings in Washington, D.C., thereby giving government concrete reality.

3. The next few meetings:

a. Usually at the second meeting, not the first, give a simple test in writing and in speaking to classify students according to their proficiency in English.

b. Be in your room well ahead of time to answer student questions and to get better acquainted. Have at hand Government

bulletins on immigration and naturalization and be prepared to answer student questions which are not too technical. Questions you are unable to answer should be taken up with an officer of the Immigration and Naturalization Service.

c. Ask the less timid students of each nationality to bring a poem, a reproduction of a great painting or statute, a picture of a cathedral, a photograph of scenery, a piece of weaving, embroidery, or some other article that represents their native land. Ask each student to show his contribution and to give some explanation of it to the group. This helps students to become better acquainted with each other, increases their respect for the background of others, and reminds them that they should be proud of their native inheritance.

d. Get different nationalities to indicate good points in their own government and parallel features in theirs and ours, where possible.

e. The Immigration and Naturalization Service has films available for showing to citizenship classes. They are listed in Service Form M–122. Consider obtaining selected films from this list for showing to your class.

Social Activities

1. After-class sessions are fun. Some teachers have such a social hour once a week or every two weeks. Plan for these sessions informal games that carry out the citizenship theme. For example, divide the members of the class into teams and have a question-and-answer contest similar to radio and television quiz programs, asking questions having to do with naturalization and citizenship.

2. Encourage social committees to plan festivities at which their native games are played and native music used.

3. Community singing before and after class is usually enjoyed, especially if there is a piano available. Sometimes students play instruments suitable for accompanying singing, such as concertinas or guitars. The students will enjoy making booklets giving words of patriotic songs to be used in community singing.

4. Have celebrations to commemorate our national holidays.

5. When good films and recordings dealing with citizenship problems are obtainable, let the class arrange for showing them, inviting the community to attend the showing.

Activities Dealing With Factual Material the Student Should Cover

1. Encourage the students to contribute appropriate pictures, news items, or objects of interest for display in the room. See that the stu-

dents' contributions are well displayed and that they are appreciated. Keep the bulletin board up to date. Do not show too many things at once, but try to see that there is something new and interesting displayed at every class meeting. Ask students to help keep the room attractive and to assist in arranging files in which to keep materials not in use.

2. Help each student to make a check list of things he has to do, questions he wants answered, etc. Such a list might be indicated thus:

I have to learn how to write my name.

I have to finish the first lesson in my reading book.

I have to learn how to make out a money order.

As the student masters these skills he can check them off and add others. The beginning student should not have too long a list, and of course the teacher will have to help him keep his record at first. On the other hand, an advanced student might have a long and much more comprehensive list, and he will want to check it and add to it himself.

3. Make flash cards on which questions regarding naturalization or citizenship are printed. These are shown to the class, and the students read the questions silently and then either answer them orally or write the answers on the blackboard or on a piece of paper.

4. Make 3 by 5 inch flash cards and print on them words pertinent to immigration and naturalization. Several games can be played with these cards. For example, the cards may be laid face down on a table, the students taking turns choosing a card. When the student has turned his card over he must define the word printed on the card and use it in a sentence.

5. Each student may keep an individual citizenship notebook in which questions about his naturalization are listed and answered. A different question might be put at the top of each page and the rest of the space on the page used to answer the question. Some of the questions asked would be:

a. When did I enter this country?

b. By what means of transportation did I come?

c. What was the boat I came over on?

The student should feel free to add to the list any questions of his own he wants answered.

6. Post on the bulletin board newspaper pictures or snapshots of interesting class activities with a line or two of printed explanation underneath.

7. Encourage each student to build up his own dictionary file. Cards 3 by 5 inches are a convenient size to handle. Cards may be kept alphabetically arranged in a file box or simply held together with a rubber band. Words in the file that pertain to naturalization,

the Constitution, or government may be printed on colored cards to distinguish them from the other words. Words should be added to the file only when they have been mastered by the student.

8. Have a place on the bulletin board where you can post information cut from newspapers telling of changes in legislation, especially those affecting noncitizens. Post newspaper items of interest to all citizens. Use theme from time to time as a basis for discussion.

Activities Providing Opportunities for Practicing Citizenship

Following are twenty-five suggested activities from which the teacher may choose those most useful to his class.

1. If, in your opinion, a class organization would add to the efficiency of classroom work, you may take early steps to elect officers.

It may be more effective to have the class organization take the form of a student advisory council, which will help plan programs, keep records of library books, look up absentees, enroll students, plan class trips, banquets or parties, and assist with worthy community projects. A class studying the Constitution of the United States might draw up a class charter and make a class constitution. See if students can point out ways in which their class organization parallels that of local social and governmental organizations.

Let the students have the experience of deciding what officers and committees they will need in order to carry on class work. Be sure that each individual has something real to do.

2. Visit local governmental agencies to see what services they perform for people. Students may make charts, posters, graphs, etc., showing information about agencies visited.

3. Ask representatives of civic and governmental agencies to meet with the class to discuss the functions of their organizations. Teachers and students should plan these meetings together in order to think through all the things they want to find out. For example, suppose the group is interested in local traffic problems and laws. They might invite a representative of the local automobile club or a member of the highway commission to meet with them. Before the speaker meets with them, students should discuss and list questions they want to have answered. Later they might keep a record of the answers the speaker has given and incorporate them into a booklet for future reference.

4. Get volunteers in the class to take part in the local community chest campaign or in any other worthy community enterprise. Ask each member of the class to decide whether or not he feels he can help and, if so, how. Point out that the gift of service is often more valuable than a money gift. Perhaps the students can present the objectives of the enterprise to their friends who cannot speak English.

5. Help students arrange an exhibit to show ways in which civic

organizations and governmental agencies help the public. Enlist the interest and cooperation of citizens and organizations. Point out the fact that many native-born citizens are not well informed about governmental agencies and the services they offer the public. The exhibit might feature free pamphlets and guides distributed by certain agencies; pictures, charts, and graphs showing their work; or motion pictures showing their activities.

6. Interest members of the class in taking part in such community activities as flower shows, hobby shows, Parent-Teacher Association groups, community forums, etc.

7. Dramatize the voting process. Arrange the room to look as much like a polling place as possible. Have an election board, like that functioning in real situations. Emphasize the fact that balloting is secret, that questions to be voted on are not to be discussed near the voting place, etc.

8. Plan and give a party for the "graduating" members of the class who are ready to complete their naturalization.

9. Place on the bulletin board exhibits of blanks, forms, and checks that people are at times asked to fill out. Practice filling out such blanks or mimeographed duplications of them. Emphasize the importance of giving accurate information.

10. Post a list of radio or television programs dealing with the subject of citizenship.

11. Take snapshots (or motion pictures, if possible) showing the citizenship class in action or showing community life. Plan a program at which these pictures can be shown. An admission might be charged to take care of the cost of films and developing. Keep a class snapshot book of interesting activities.

12. Arouse community interest in *Citizenship Day and Constitution Week*, celebrated the entire week beginning September 17th of each year. Join community plans for a parade in which new voters who have reached voting age during the past year, and new voters who have completed their naturalization during the year, take part. The class might plan and decorate a float for a citizenship parade. Interest civic authorities in getting a well-known naturalized citizen who is a good speaker to take part in activities. The publication, "Citizenship Day and Constitution Week Bulletin," which offers suggestions for ceremonies and programs for the week, is invaluable in planning for the event. Copies are available from any office of the Immigration and Naturalization Service.

13. Obtain the cooperation of local papers, including, of course, foreign-language papers if there are any, in publicizing interesting and worthwhile activities of the class. Post newspaper clippings, photographs, snapshots, etc., on the bulletin board.

14. Encourage the class to keep group or individual scrapbooks

of pictures, news items, records of class activities, etc., of pertinent interest to the group.

15. Plan trips to State capitals, to the National Capital, and to places of historical interest and beauty in or near the community. Let the class make a booklet account of the trip. Include in it class reports, snapshots, and class comments.

16. Let the class plan and compile a guide book telling about points of interest and locations of public buildings, and giving interesting and useful information about the community.

17. Make a collection of pictures showing local or nearby points of interest.

18. Get the class to put on a skit, playlet, or tableau showing some contributions prominent foreign-born citizens have made to our national history.

19. Plan and put out a class yearbook. This could be mimeographed or printed if such facilities are available. Such a yearbook could include paragraphs, stories, and verse written by students, a class directory, a record of class activities, a "graduating" list of students who have attained citizenship during the year.

20. Encourage the students to compile a handbook of information for new night school students or for the students who might enter the next semester.

21. Let the class learn about how their community plays and suggest ways in which they could help improve community playgrounds by repairing equipment, building simple playground equipment for small children, and suggesting games suitable for public playgrounds—games that they used to play in the old country.

22. Plan and participate in school assemblies.

23. Dramatize public holidays. If possible, have class representation at civic observance of holidays.

24. Plan to initiate or take part in a community Christmas celebration. Some of the beautiful old-country Christmas customs might well be introduced into the community celebration. The class might decorate an outdoor tree, or they might undertake to repair or make toys for children in the community.

25. Encourage members of the group who have a special interest in music to organize a class band, orchestra, or chorus which could be "on call" to serve on community programs.

Activities That Help Students To Participate in Democratic Living—Orientation Activities

Many persons born in other countries never truly become citizens of the United States in spirit. They stay in their own racial or national groups and have little opportunity for normal contacts with Americans having similar interests. Sometimes the attitude of the

people in the community is antagonistic or indifferent toward them, in which case much work must be done through the cooperation of civic groups and public-spirited individuals to bring about a better understanding. Sometimes the noncitizen finds it easier and more pleasant to stay with his own racial and cultural group, and does not want to make the effort to become a true citizen of this country. This type of noncitizen can best be reached by members of his own group who have taken part in the school program and are enthusiastic about what it has done for them.

Many highly educated and cultured noncitizens need help which the school can give if it knows their needs. Anything that makes them more comfortable in their new surroundings or that makes it easier for them to adapt themselves to democratic ways should be of help. Although these people are often highly literate, they may speak with an accent that marks them as "different." They may even want advice about how to buy clothes that will make them feel less conspicuous. Gear the help to the needs no matter what they are. The following activities may suggest ways to help these students.

1. Give drill to correct improper pronunciation, accent, intonation, cadence, rhythm, and inflection. Keep a record of specific speech errors made by the students and devise exercises to overcome them.

2. Give ample opportunity for speaking English in group discussions, forums, conversation periods, etc.

3. Dramatize situations in which students may daily find themselves. For example, going to a restaurant, going to the bank, enrolling children in school, buying a new hat. See that the students get fun out of these dramatizations, but keep them true to life so that when they are confronted with a similar real situation they will "know the ropes." Avoid poorly rehearsed and staged dramatizations.

4. Find out what special interests or hobbies the members of the group have and then try to put these individuals in touch with local citizens who have the same interests. Be very sure that the local group is understanding and friendly toward the noncitizen, and that they do not include him merely because they have the "missionary spirit." For example, suppose you find that one of your students has made a hobby of photography. If there is a local camera club, contact the club first, tell them about your student, be sure that they will welcome him wholeheartedly to the group, and then arrange for the student to meet them. Protect the student from unnecessary contact with intolerant or patronizing people, but encourage him in making contacts that will be of mutual benefit to him and the group he is interested in joining. Encourage students with special interests to talk about their hobbies to the class.

5. If the student feels awkward about attending forums or meetings open to the public, invite him to go with you, get an interested

friend to invite him, or get up a class group to go. Discuss the meeting with him. Let him make a report to the class afterward.

6. Make students acquainted with the local public library and its services. If they are qualified to get library cards, help them meet requirements. Go with them to the library the first time. The librarian may want to show them the building and what it has to offer. Perhaps the librarian will set aside a shelf of materials of special interest to the class.

7. Form a class library club. Let individuals keep records of books read, including comments as to whether they found the book interesting or dull, and what they especially liked about it. Encourage students to recommend books that they found especially helpful and interesting. At Christmas time they might plan an exhibit of books suitable to give to children or to adults.

8. Visit the post office or some other civic building. Help students to learn how to take full advantage of post office facilities. They can learn how to address letters properly, how to wrap and address packages for mailing, and how to get assistance in tracing lost mail. They can also learn the postage rates to various countries and for various kinds of mail.

9. Plan a bazaar at which class members can exhibit and sell native handicraft to raise money to assist needy persons or to help some worthy community project. Such money should be handled by the members of the class, not by the teacher.

The Relation of Activities to the Teaching of Tool Subjects

In a program rich in stimulating class activities, opportunities for practice in the tool subjects are almost too numerous to list. Keep yourself alert to the possibilities for the use of reading, writing, and numbers. For example, letters will have to be written, forms filled out, questionnaires answered, bulletin boards kept up to date, logs of activities kept—one might go on interminably listing similar examples.

Two warnings on the functional teaching of skill subjects must be made. First, you must keep constantly aware of opportunities of getting students to use skills in carrying on the activities. The more you can turn the planning and the carrying through of activities over to the students, the more practice they will get and the more rapidly they will develop.

Second, drill in the skills, even in this functional kind of learning, cannot be abandoned. However, where the student is vitally interested in the subject matter, you will probably find that, in order to attain mastery of skills involved, drill becomes less arduous and more effective.

Audio-Visual Materials Available for Use of Students and Teachers

The use of audio-visual aids merits a full discussion. The radio, television, and moving pictures can demonstrate, explain, and motivate. They can be brought into play today, without waiting on a long process of teaching and learning.

It must be remembered, however, that the moving pictures, television, and the radio are only a few of a vast number of audio-visual materials. There is a quantity of excellent material right at hand for anyone to use. How to discover and collect this material, how to make the best use of it, and how to care for it when it is not in use—all these are difficult problems. Listed below are some sources of easily accessible free materials, with suggestions for their care and use.

Materials Available to Anyone

Let us start right in the community where you are teaching. Find out what materials are available from the local board of education and from the State office of education. Many States are issuing quantities of excellent material. Obviously, in this manual it would be impossible to list all of them. Know these materials thoroughly, and make use of them.

There is an almost inexhaustible supply of materials available through newspapers, magazines, government agencies, local business houses, interested citizens in the community, and students of the citizenship classes themselves. The following list will bring to mind many things you and your students can collect: pamphlets, magazines, cartoons, graphs, charts, signs, photographs and other pictures, coins and stamps, maps, blanks to be filled out, checks, bills, questionnaires, children's report cards, personal possessions of historical value or of local interest, newspapers, materials from the public library when they are available, advertising materials from commercial concerns, insurance company bulletins concerning health, safety, child care, etc.

Films and Audio Aids

If you have access to equipment for using films, you may obtain from commercial sources lists of films of interest to teachers of citizenship classes.

It is very important that you be well versed in the techniques of using audio-visual aids for educational purposes. Keep the following points clearly in mind:

1. All audio-visual materials should be carefully previewed by the teacher to see whether they fit the specific needs of students and to see whether they would meet those needs better than some other devices.

2. There should be much class discussion both before and after the use of such aids. The purpose of using these materials is to make learning more vivid, and not just to entertain the class. Often you should repeat the films or recordings several times in order to clarify student thinking. The student, as well as the teacher, should evaluate materials.

Radio and Television

One of the most accessible and effective of the audio aids is the radio. Also, educational television programs are becoming more popular.

There are many programs stressing the way of life in a democracy and the duties and privileges of citizenship. Students may make lists of such programs, giving the stations or channels and the hours they are on the air, and they may base class discussion upon programs they have heard and seen. Local radio and television stations are often very cooperative in producing programs of local interest. Such a program, carefully planned and carried out, is one of the most effective means of acquainting the community with the activities of the citizenship class and of impressing the public with the vital importance of the problems of citizenship.

The Field Trip

The most effective audio-visual aid is, of course, the class field trip or excursion. Through it, materials and objects can be studied in their natural, functional setting. It deals with real people, things, and situations. No expensive equipment is needed for the class excursion, but the trip must be carefully planned, skillfully directed, and intimately correlated with the curriculum.

Trips must be planned in advance. There should be class discussion beforehand in which reasons for making the trip are kept clearly in mind so that teachers and students may think through what they want to get from the experience.

The teacher should make a preliminary trip to the place the class is going to visit to discover just what educational possibilities it has to offer and whether there is anyone in charge capable of interpreting those possibilities for students. Sometimes even the best informed person is unable to speak well enough or simply enough to hold the attention of the students. The persons in charge, of course, should be thoroughly informed as to the reasons for the class visit. The teacher will find most of these persons very cooperative in helping to plan a profitable experience for the class.

In some cases it is inadvisable to take a large group of students on a field trip. Perhaps it would be too difficult for everyone in the group to hear or see well, or perhaps the visit would have vital interest for only a few in the group. If only a few members of the class make the trip, they can report their findings to the rest of the class.

How To Judge the Effectiveness of Your Teaching

The chief purpose of evaluation is to improve instruction. Through intelligent use of evaluative devices student needs may be diagnosed and student progress judged. It should be the means of keeping students aware of successes and failures, and of making possible the development of more effective curriculum materials and procedures.

As far as evaluation is concerned, that based upon student behavior shows most clearly the learning that has taken place in the class. The important thing, then, is to recognize and measure changes in student behavior as they relate to the work going on in the classroom. Not all students will respond to the same kind of teaching in the same way and to the same degree. Hence much of the evaluation must be done in terms of the individual student. In order to be helpful in teaching and guidance, various types of evaluation must be carried on continuously.

A wide variety of evaluative devices being used in the schools of today are listed in the following pages. The teacher cannot be expected to use all of them. Select those devices that are easiest for you to use and that you feel are the most effective. If you can devise types of evaluation that seem to fit your students and their problems better than any listed here, by all means do so.

A Guide To Evaluate Classroom Growth

The following outline is intended to help the teacher in the evaluation of his own classroom situation through a careful study of the characteristics of behavior shown by the students in the class.

1. Are the students working on a central problem that is vital to all of them?
   a. What is the problem?
   b. What part do the students take in continuously developing it?
   c. What relation does the problem have to the lives of the students?
   d. Does this central problem have relation to any of the important problems of the community?
   (1) Upon what community resources can it draw?
   (2) In what way does the class problem contribute to the solution of community problems?

(3) Does the work of the class have community interest and support?

2. What are the students doing?
   a. What kinds of questions are they asking?
   b. Are they working in groups?
      (1) How many and how large are the groups?
      (2) How are the groups organized?
      (3) What type of activities are the groups carrying on?
      (4) Is group work effective for the purpose it is proposed to fill?
   c. Are any students working individually?
      (1) How many?
      (2) What are they doing?
      (3) Does their work relate to the group problem, and, if so how?
   d. Are students guiding and helping each other?
   e. Are students developing a feeling of adequacy to meet and solve their problems?
   f. What evidence is there to show that each student is eagerly interested in what he is doing?
   g. Are there evidences to show that students are conscious of their own progress, and of that of the group?
3. How is the teacher helping the students with their work?
   a. Is there evidence of student-teacher cooperative planning?
   b. How is the teacher guiding the students to overcome obstacles that are of immediate concern to them?
   c. Has the teacher established a feeling of mutual respect among students toward all class contributions?
   d. How does the teacher guide students so that their thinking and activities bear directly upon the class problem?
   e. What type of supplementary and reference material has the teacher provided?
   f. How has the teacher planned for the best working environment for the students?
      (1) Is there adequate space for class activities?
      (2) Is there provision for supplementary reading?
      (3) Do students share in keeping the room attractive?
      (4) Is the seating arrangement good?
      (5) Is the lighting adequate and without glare?
      (6) Is the room well ventilated?
4. Are the skills needed to solve student problems—reading, writing, arithmetic, and social living—getting the proper emphasis?
5. Is there an abundance of appropriate materials—maps, graphs, books, charts, pictures, films, etc.?

The Place of Standardized Tests in the Program

There is a definite place for diagnostic and achievement tests in the program when they are used to point out to students and teachers

ways in which the students need help. Many prepared tests, however, measure student growth very inadequately. *Standard tests should never be used solely as a basis upon which to form judgments of student abilities.*

1. Has the program of evaluation been carefully planned?
   a. In what respects does it appraise significant student behavior?
   b. Does it evaluate what it set out to evaluate?
   c. Is it free from personal bias?
   d. Does it produce helpful and diagnostic descriptions of students and their needs?

2. Have the procedures in the evaluation plan been carefully developed?
   a. What is the object of the evaluation?
   b. Will the type of evaluation used fulfill the object stated?
   c. What use is to be made of the data collected?
   d. How will the evaluation disclose needed change in curriculum, teaching techniques, or student guidance?

Paper and Pencil Tests

The most commonly known type of evaluation involves the use of tests. In general, such tests are effective if they are constructed specifically for the students who are to take them, and if they are directly related to the school studies and activities being carried on by the students. The books comprising the series *Federal Textbooks on Citizenship*, published, under law, by the Immigration and Naturalization Service, contain exercises within each chapter.

Other texts, which may be available from other sources, may have accompanying workbooks with excellent testing materials in them. The use of these workbooks is valid since they supplement the materials students are studying in their text.

Some workbooks are constructed on the general problems of citizenship or of the Constitution and government and do not accompany a text. The materials in these books are good only if they relate to the work being carried on in the class. Often such a workbook is a great satisfaction to more advanced students capable of working ahead of the majority of the class.

Often teachers can construct tests that specifically fit the subject matter covered in class. Such tests may help the teacher to find out just where the student needs help, or may indicate gaps in learning that will need to be filled.

It must be remembered that these tests are objective and are used to determine the acquisition of facts. Matching tests, true-false tests, completion tests, and multiple choice tests are of this type. They are so well known that it will not be necessary to give exam-

ples of them here, although certain warnings should be given to teachers who plan to construct their own tests.

1. Choose tests that are varied in type.

2. Be sure that you test really important facts.

3. Use true-false tests sparingly. Be sure that the answer is a clear *yes* or *no*. Use the question form rather than the statement form. For instance, use questions such as this:

a. Does a noncitizen share in the personal rights that are guaranteed to us in the Bill of Rights?

Yes No

rather than this:

a. The noncitizen does not share in the personal rights guaranteed in the Bill of Rights.

Yes No

Yes answers should predominate.

4. Avoid using completion tests in which a sentence begins with a blank or contains more than one blank. For instance, use this:

a. Citizens of our country celebrate the Nation's birthday on the Fourth of _____.

in preference to this:

a. _____of our _____ celebrate the Nation's _____ on the Fourth of July.

5. Be sure that the answers to test questions involve real thinking and not mere mechanical filling in of words.

6. When a question is asked involving a multiple response, be sure to so state in the question and to provide a separate line for each answer. For example, use this form:

a. Two requirements for naturalization are:

(1) _____

(2) _____

Not this:

(1) To qualify for naturalization a person must _____

_____

7. Picture and word matching is a good device for testing vocabulary growth. Be sure that the picture illustrates clearly the word, phrase, or sentence to be matched with it.

Tests such as these convey a feeling of definiteness and hence often are a source of satisfaction to the student. Caution must be exercised, however, to assure that they measure only the acquisition of facts that may or may not be a part of the student's real thinking.

Anecdotal Records

Another evaluative device is the anecdotal record. An anecdotal record is a short, objective, accurate account of something the student has said or done that reveals some significant information as to

his behavior, his thinking, or his development. The record itself is purely descriptive, but the teacher will interpret it later in the light of other data he has collected about the student. This type of evaluation has the merit of keeping the teacher alert to signs of student needs and student growth. The following example of an anecdotal record cites the case of a student of Swedish nationality. The name, of course, is fictitious.

Name of Student	Class	Period	Date
Sven Andersen	Citizenship	7:30–9:00	Feb. 10, 19—

Monday and Thursday

Objective account of pupil behavior:

Sven Andersen was brought to the class by his employer, the chief engineer of the local water company. His employer explained that, although Sven had lived in this country many years, he had not become naturalized. Now because of a new ruling that all company employees must be citizens, Sven is threatened with the loss of his job. Sven speaks some English, but he relied entirely upon his employer to make his school arrangements. He is illiterate. During his first evening in class he was very unresponsive. He acted for all the world like a child who has been dragged to school against his will. He answered direct questions with a simple "Yes" or "No" and had no apparent interest in what the other students in the class were doing. His one remark was, "When is the next time I must come?" made just as he was leaving.

Teacher interpretation:

Sven is watchman as the J _____dam which supplies the community with water. He has held his job for more than 10 years and is considered to be a very satisfactory worker. His wife died 5 years ago. Since that time he has lived alone in a cabin by the dam. He is 12 miles from his nearest neighbor, and has no car. His employer is so concerned about having Sven fulfill his naturalization requirements that he is arranging for his school transportation. Sven's behavior on the first day of school seemed to show that he was apprehensive about coming to school and that possibly there was some confusion in his mind as to just why he must come. His awkwardness may be partly due to the fact that this was his first school experience, and that his work keeps him so isolated that he has lost the "knack" of making social contacts. Kris, a student who has been with us for some time, has explained to him in Swedish just what the class can do for him. Sven is more responsive than he was at first. However, his attitude is still compliant but bewildered.

Objective account of student behavior, March 8, 19—:

Sven has made good friends with Kris. Kris has a car and has arranged with Sven's employer to be responsible for getting Sven

to and from class. Last night Sven brought some pictures of the dam to put on the bulletin board. He very carefully wrote his name on the back of each picture. He also brought a map of the dam and the nearby country, and pointed out to the class the streams that feed the dam. He explained his duties as guard, and answered several class questions. He and Kris are planning a barbecue at Sven's cabin for the class.

Teacher interpretation:

Kris has been a great help, both to me and to Sven. He and I together finally discovered what was worrying Sven. It seems that Sven entered this country so long ago that he does not recall the date or the exact place of entry. He has been afraid to tell anyone this for fear that he might be deported. Kris and I went with him to the Immigration and Naturalization Service office and helped him state his case. Sven was assured by the officer who talked to him that he is not going to be deported, and, although he is still awaiting word as to the action to be taken in his case, his whole attitude has changed for the better. He is still diffident in class, but he evidently enjoys coming and has missed very few sessions. He has learned to write his name and is making steady but slow progress in reading.

Teacher Self-Evaluation

The teacher can do more effective work if he checks up on himself constantly to see whether there is evidence to show that he is doing his work well. A suggested check sheet is given here for *self-evaluation*. Such an inventory is often encouraging in that it makes vivid the progress that has been made with a class.

1. Is my personality pleasing?
   a. Do I get along well with other members of the school staff?
   b. Do my students and I genuinely enjoy class work?
   c. Am I truly concerned about the needs of my students, and am I trying to do something about them?
   d. Do I think of my students as adult friends who need help I can give them, or do I treat them like "grown-up children" I must manage?
2. Does my class routine make for efficiency?
   a. Am I in my classroom at least half an hour before my students to be sure everything is in good working order?
   b. Do I begin and end class on time?
   c. Are my records up to date?
   d. Are materials placed so that they are easily accessible to students?
   e. Are the lighting and ventilation in the room good?
   f. Are students seated comfortably?

3. How effective are my methods and techniques?
   a. Are my methods appropriate for adults?
   b. Do I habitually use good English?
   c. Do I enunciate clearly?
   d. Is my voice well modulated?
   e. Do I talk too much?
   f. Do I make thorough preparation for each teaching session?
   g. Do students help plan class activities?
   h. Are student problems being solved?
   i. Am I treating my students as equals in a cooperative venture of learning?
   j. Am I using a variety of interesting materials?
   k. Have I definite objectives for each lesson?
   l. Do I make provision for individual differences in students?
   m. Am I quick to adjust the program to emergency needs as they arise in class?
   n. Do I allow one or two students to monopolize my time?
   o. Am I providing for effective drill?
   p. Do I take time to check student papers carefully?

4. What is the attitude of my students?
   a. Are they enthusiastic?
   b. Do they bring in materials from home that might interest others in the class?
   c. Is there a friendly atmosphere in the room?
   d. Do students keep busy?
   e. Do all students participate in activities?
   f. How many attended class tonight?
   g. What percentage is that of the total enrollment?
   h. How many students originally registered have dropped out? Do I know the reasons why?

Student Self-Evaluation

The teacher should, from the first, help students to use techniques of self-evaluation. After all, the student's aim is not to please the teacher, but to satisfy himself that he is making progress. Student evaluations will deal with work accomplished and not with character traits. The evaluation will have to be very simple for beginners, and the teacher at first will probably have to write the student's evaluation for him at his dictation. Later, as the student progresses, evaluations will become more complex. A beginner's evaluation of his own work might look like this:

This week I learned: (Date)

to write my name

the words *mother*, *father*, *family*, *baby*, *boy*, *girl*, *this*, *is*, *the*

I have put the words I learned in my word file.
I have read Lessons 5 and 6 in my book.

My pronunciation is	better----------	no better----------
My writing is	better----------	no better----------
My reading is	better----------	no better----------
My spelling is	better----------	no better----------

I did { all / most / some } of the things I planned last week.

Next week I plan to:
finish my reading book
review last week's spelling list

Files of Student Work

Dated samples of student work supply excellent material for evaluating student progress. These may be kept in individual files, and may be used by the student to check his own improvement. Samples to be kept should include:

1. Samples of written materials students have handed in.
2. Samples showing progress in the mechanics of reading, writing, spelling, etc.
3. Reports on reading done, including lists and comments. These should include both assigned and unassigned reading.
4. Record of how the individual spends school time.
5. Records of extracurricular activities that the student has engaged in, and any other material that might reveal student progress.

Individual files need not be elaborate. A simple manila folder or a large envelope will serve. The latest samples of work should be kept in the front of the file.

Free Writing

Any work that a student does is a basis for evaluation. Every paper he writes is evidence of his abilities and his needs. Through free writing the student can show his concern with a problem and its probable outcome. Directions for one type of free writing evaluation follow:

1. Write a paragraph reaction to each of the following questions:
   a. Do you think all naturalization candidates in this country should take a course in citizenship?
   b. What do you think is our most important "right"?

2. Complete these statements:

a. If I had a neighbor who wanted to become a citizen, but who was afraid to come to the citizenship class, I would--------
---.

b. If I thought the traffic in front of the school was dangerous for children, I would ----------.

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